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AUTHOR Blai, Boris, Jr.
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ABSTRACT

This report, which draws from numerous previous Harcum reports, summarizes the entrance status, development, and achievements of Harcum students from 1962 to 1970. (MS)

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The Harcum Student/Graduate In Retrospect:

A Decade of Development

Office of Research
IRR 71-38

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In Perspective

WHEN THE question is answered - "Has the student learned?" (i.e. what can the student do after being taught) - we approach the central idea of educational accountability which, simply stated is, "does teaching cause learning?"

PROFESSOR DAVID Reisman of Harvard once commented - "a college must be tested by its products; the most obvious product being the alumni." And at Harcum these two dimensions of teaching/learning are viewed as the obverse surface of the educational coin. If the student has not learned, it could be said that little or no effective teaching has taken place; and if there has been learning one should be able to determine (measure) what the student achieves after the learning.

INSTITUTIONAL RESEARCH is like a stethoscope. It permits one to 'listen in' on the 'vital organs' of the college. For although no one can take the ultimate weight of decision-making off the shoulders of management, the more management knows about how things really are, the lighter the burden will be.

THIS SUMMARY report, which draws from selected Institutional Research Reports (IRR's) and published Office of Research articles (from among the 293 issued since 1962), focuses upon the entrance status, development, and achievements of Harcum students and graduates. Through the data-based observations which follow, an attempt has been made to present salient educational facts relating to a decade of learning for some 5008 Harcum students.

THE IMPLICATIONS of these findings are considered important in projecting the probable calibre of on-coming 'generations' of Harcum students, as well as achieving a better understanding of the student-oriented benchmarks which reflect the pragmatic results of Harcum's educational philosophy.

THROUGH THIS institutional-research-and-information program, effort has been made to communicate college-related information to college constituencies; clearly, concisely and convincingly. Copies of this report may be obtained from the Office of Research.

Boris Blai, Jr. Ed.D.
Director of Research

December 1971

After Harcum - What?

EACH SUMMER since 1962, Harcum graduates have been polled to ascertain what percentage were accepted for advanced standing transfer at 4-year colleges and universities. The progressive and sustained increase during this decade is clearly reflected in the following tabulation.

1962 = 24%	1967 = 44%
1963 = 22%	1968 = 40%
1964 = 24%	1969 = 43%
1965 = 26%	1970 = 53%
1966 = 46%	1971 = 49%

IN DIRECT support of the transfer-success record reported above, a study in 1967 among 43 Harcum seniors enrolled in transfer curricula revealed valuable information. "One means for evaluating educational progress is to measure changes in academic achievement. A measurement method frequently utilized is to test students in terms of their academic abilities and achievements, both before and after completion of a program of study. Two such tests, the Sequential Tests of Educational Progress (STEP) and the School and College Ability Test (SCAT) were designed for this express purpose - to evaluate educational progress." (1)

MEASURED IMPROVEMENT in the STEP achievement areas averaged 19% and in the "Total" score of the SCAT it was 12%. "In accordance with the rationale of the SCAT, the 'Total' score provides the best single indicator of academic capacity level. Therefore, as compared with the levels of their performance as entering freshmen, these differences for the group evidence an improved probability for success in their further collegiate educational endeavors."(2) The results of this "before" and "after" follow-u study therefore suggest that in those skills and abilities measured by the SCAT and STEP consistent educational progress is achieved by Harcum students successfully completing a two-year transfer curriculum.

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"THIS IMPROVED level of performance for 43 Harcum graduates of 1967 is further reflected in comparing their post-Harcum academic success with the average academic achievement of Harcum graduates of 1962-1970. (3)

	1967 Grads	1962-1970 Grads
Baccalaureate degrees earned	79%	22%
Working for masters degrees	52%	11%
Plan to work for doctorate	14%	.9%

(1) Blai, Jr., Boris, "Measuring Educational Progress Through 'Before' and 'After' Testing." PSYCHOLOGY, Vol. 5, No. 2 May 1968. p.39
(2) Blai, Jr., Boris, op cit p. 41
(3) ---------- "Evaluation of Harcum's Effects on Student Achievement." PSYCHOLOGY, Vol. 8, No. 2. May 1971 p. 76

A RELATED study regarding the educational progress of Harcum 'transfer' curriculum graduates revealed among 49 such alumnae who earned baccalaureate degrees the following quality point averages (on a 4-point scale) which they earned at other colleges and universities.

1. Business-Home Ec. (B.S.) = 3.2
2. Teacher Training (B.S.) = 2.7
3. Humanities (B.A.) = 2.5
4. Romance Languages (A.B.) = 2.4
5. Biological Sciences(A.B.) = 2.2
6. Overall Averages = 2.6

"IT WOULD therefore appear evident that Harcum students who complete transfer curricula are receiving a two-year preparation which effectively prepares them to successfully articulate into four-year collegiate programs." (4)

IN ADDITION, "although the sample is small, it is of further interest to note that among six Harcum liberal arts graduates who successfully earned both baccalaureate and master's degrees, their M.A. earned averages were substantial" (5) as the following tabulation indicates.

Harcum Aver.		M.A. Aver.	Harcum Aver.		M.A. Aver.
3.4	=	3.1	2.6	=	3.0
2.7	=	4.0	2.8	=	3.0
2.4	=	3.1	2.4	=	3.5

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A STUDY among a sample of 45 Harcum graduates in various curricula who graduated with baccalaureate degrees during the three year period, 1964-1966 revealed that 27% earned baccalaureate averages higher than their Harcum averages; 15% earned the same average; and 58% earned lower averages. Among those graduates in Harcum "transfer" curricula, better than 50% earned the same or higher baccalaureate averages.

ONE MAY evaluate the adequacy of junior college preparation for the competition encountered in senior colleges by comparing grades earned before and after transfer. It is to be noted, however, that levels of academic difficulty and complexity cannot be considered strictly comparable among the diverse collegiate institutions. Therefore, no claim is laid for a single grade-point average scale applicable to all.

HOWEVER, pragmatically, it is of value to note the results actually achieved by Harcum graduates among these institutions: 42% earned baccalaureate averages equal to or higher than those earned at Harcum, while 58% graduates with baccalaureate degrees earning lower averages. In total, over 400 collegiate institutions in 1971 have either accepted Harcum graduates with advanced standing or have advised Harcum that they will consider Harcum-earned credits for advanced standing.

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(4) Ibid p. 41

(5) IRR 67-15 "Baccalaureate Grade-Point Averages For Harcum Graduates" Harcum Junior College (Mimeo) 1967

THE NUMBER of Harcum graduates accepted for advanced standing transfer increased from 7 reported in 1962 to 131 reported in 1970; a nineteen fold increase. This data reported must be considered "unestimates" since not all colleges contacted furnished information; nor do all Harcum graduates who transfer with advanced standing apprise Harcum of this fact.

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FOLLOWUP STUDIES during the five-year period 1964-1969 indicated the employment of the following percentages among a sample of 530 alumnae listed alphabetically by Harcum curriculum:

1. Early Childhood Education	= 91%	7. Liberal Arts	= 82%
2. Elementary Education	= 78%	8. Medical Assistant	= 100%
3. Executive Secretarial	= 100%	9. Medical Secretarial	= 100%
4. General Studies	= 80%	10. Medical Technology	= 100%
5. Journalism	= 100%	11. Physical Education	= 65%
6. Legal Secretarial	= 100%	12. Retail Merchandising	= 90%

THESE STUDIES further revealed that in response to the question - "Do you feel your courses and experiences at Harcum helped to prepare you for your role in community life?", the following percentages, listed alphabetically by Harcum curriculum, answered "yes":

1. Early Childhoos Education	= 81%	8. Medical Assistant	= 75%
2. Elementary Education	= 75%	9. Medical Secretarial	= 44%
3. Executive Secretarial	= 57%	10. Medical Technology	= 80%
4. General Studies	= 60%	11. Physical Education	= 100%
5. Journalism	= 100%	12. Retail Merchandising	= 70%
6. Legal Secretarial	= 50%	13. Speech & Drama	= 100%
7. Liberal Arts	= 70%	14. Visual Arts	= 50%

* * * * * *

THE MOST recent polling of the May 1971 Harcum graduates revealed the following information, supplied by 72% of the 178 graduates:

"(1) 49% report acceptance for college transfer (the 2nd highest percentage reported; exceeded only by 1970 graduates' rate of 53%). This rate compares favorably with the 43% transfer rate for 1962-1970 Harcum graduates.

(2) 39% reported immediate employment at starting salaries varying from less than $300 to $600 monthly.

(3) 6% report marriage

(4) 7% report seeking employment

(5) 4% indicated they were 'college-shopping'

"SINCE 70 May graduates did not respond to the questionnaire by the end of August, it is entirely reasonable to presume that the degree of reported educational-employment "success" represents a conservative statement. Unquestionably some of the mavericks who evidently are constitutionally-opposed to responding to mail questionnaires would also appear among these "success" statistics, had they responded.

WITH A substantial 88% reporting successful 4-year college articulation and/or immediate employment, it is concluded that in terms of their initial post-Harcum accomplishments, the College has been quite effective in the educational preparation of its graduates."(6)

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FOR A junior college, its student-retention-rate is more than a simple statistic. "The holding power of a junior college is one of the significant indices of its effectiveness. Even though some of those 'lost' to the college do transfer to other institutions to pursue a baccalaureate program, the loss of students to a junior college is nonetheless a costly phenomenon. As has been noted (IRR 70-49) ...."Considering the amount of time and money spent in the recruitment-admissions process, the problem of attrition in each class prior to graduation cannot be ignored. And since a 'low' retention rate may have implications for institutional action - in such areas curriculum evaluation, admissions and student/faculty relations, this type of 'statistic' as well as 'economic' grounds.

ON A national basis, the retention rate at the end of the first two years of college has, in recent years, been in the neighborhood of 45%. At Harcum the retention rate for the past decade is reflected in the following tabulation. Clearly, Harcum's retention rate reflects a very high level of student-body stability.

1962 = 54%	1966 = 63%	1970 = 70%
1963 = 45%	1967 = 76%	1971 = 67%
1964 = 99%	1968 = 70%	Average = 71% (7)
1965 = 97%	1969 = 71%	

HARCUM IN 1971, as in years past, has continued to serve, to a considerable extent, as a 'spring board' for students transferring on to 4-year colleges after 1 year at Harcum. Of the total number of invited juniors who did not return as seniors in September 1971, some 58 or 35% indicated their reason for non-return to be "transfer to a 4-year college"; the single most frequently offered reason.

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PROBABLY ONE of the most significant statistics, reflecting the general level of student accommodation to a college, is that of voluntary student withdrawals during the course of the academic year.

"FOR THE 9th consecutive year, 1970-71, student withdrawals during the academic year, expressed as a percentage of the student body at the beginning of the year, have again been less than the base year of 1961-1962. (For 1971-72, the voluntary withdrawal rate, as the first semester ends, is less than 1/2 the low 4% rate of 1970-71!)

(6) IRR 71-24 "Harcum Graduates Prosper" Harcum Junior College 1971 (Mimeo)
(7) IRR 71-25 "Sustained Student "Holding Power" at Harcum. Harcum Junior College 1971 (Mimeo)

"THE IMPROVEMENT.....in the stability of the student body is regarded as being particularly noteworthy since it has been achieved for a student body averaging 633 since 1965-1966, as contrasted with 305 students for 1961-62; or better than double this base year enrollment.

"THE LOW (5.6%) average and very stable withdrawal rate for the past five academic years certainly reveals that a very substantial percentage of Harcum students have found sufficient college-related satisfactions to persist to graduation in their Harcum studies. (8)

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A COMPREHENSIVE alumnae questionnaire in 1969 yielded the following information from some 439 alumnae:

"(1) Among the married respondents 70% earned annual family incomes of $10,000 or more. Among the single respondents 31% earn annual incomes of $10,000 or more.

(2) Some 96% of the respondents feel that the Harcum and Alumnae News keep them informed of Harcum activities.

(3) Some 80% of the respondents would recommend Harcum to a friend seeking to select a junior college to attend.

(4) Some 73% expressed the view that their courses and experiences at Harcum helped prepare them for their role in community life; a majority offering the following reasons:

a - helped her get along with people
b - helped her handle herself more confidently
c - became well-rounded

(5) A majority of the respondents reported their last or current position to be:

a - Teaching - 26%
b - Secretarial - 17%
c - Retailing - 12%

(6) Some 70% report having been employed in the field in which they received their preparation at Harcum, and some 55% reported that the effect of their Harcum education upon their job was "Very Helpful."

(7) Regarding further education after Harcum, during the years 1962-1969, of the 1623 students who graduated, 613 or 39% successfully transferred to 4-year colleges/universities.

(8) One third of the 439 respondents indicated they were granted baccalaureate degrees.

"CLEARLY THEN, an overwhelming majority of the respondents to the detailed alumnae questionnaire consider their Harcum years to have been a significant, meaningful experience; of definite, practical value to them. In the idiom of the day ... to its alumnae, Harcum is relevant!" (9)

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(9) IRR 69-21. "Harcum Alumnae Speak Out." Harcum Junior College 1969 (Mimeo)

Profiles of Harcum Students

THE MEASUREMENT and interpretation of psychological-educational test information is a major dimension of a comprehensive guidance function. As conceived at Harcum, the guidance process focuses on assisting students, individually and in groups to assume responsibility for making their own educational and vocational career decisions. In this framework, it becomes essential that comprehensive, accurate information be available to each student to form the basis for considered educational-vocational choices. Today, it is generally acknowledged that each student should have available such comprehensive, accurate information to serve as a platform for competant decisions relating to educational and vocational choices." (10)

PERSONALITY CHARACTERISTICS as measured by the Gordon Personal Profile inventory: Ascendancy, Responsibility, Emotional Stability and Sociability, are four traits that are significant in the daily functioning of the normal personality. These traits are relatively independent and psychologically meaningful, and have been found to be important in determining the adjustment and effectiveness of an individual in many social educational-vocational situation.

IN RECENT years Harcum freshmen scored the following percentile averages for these four personality traits:

	1967	1970	1971
Ascendancy	50th	46th	50th
Responsibility	41st	40th	49th
Emotional Stability	42nd	41st	51st
Sociability	46th	47th	50th

THEREFORE, AS the above tabulation reveals, in general Harcum students, as a group, are quite "average" in all four traits as compared with the norm group of some 1329 college women sampled at 23 colleges and universities representing every major region of the country.

* * * * * *

OTHER DIMENSIONS of freshmen student characteristics this past decade are reflected in the following data:

(1) Harcum has consistently drawn students from approximately 40% of the nation (20 states) and an average of 3 foreign countries. In addition, only an average of 40% of each incoming class has entered from Pennsylvania, attesting to the consistent 'drawing power' of Harcum far beyond its immediate environs and contiguous states.

(2) Class average I.Q. for freshmen classes of 1961 through 1970 has been 111 or 'bright' according to the Slosser I.Q. Classification Guide of 1964. They have distributed themselves as follows:

(10) Blai, Boris, Jr. "Test Interpretation - A Major Guidance Dimension. Personnel Journal, May 1968

Classification*	Academic Potential*	Average
Average (90-99 I.Q.)	Junior College	8%
High Average (100-109)	Junior College	38%
Bright (110-119)	College	44%
Superior (120-139)	College & Grad. Work	10%
Very Superior (140 & Up)	College & Grad. Work	.1%

* From Slosser I.Q. Classification Guide of 1964

(3) Harcum freshmen 1962-1971, have consistently scored below the latest Scholastic Aptitude Test (SAT) averages reported by the College Entrance Examination Board. However, as the C.E.E.B. has stated....."the S.A.T. is subject to 'errors of measurement,' as is true of all tests and measuring devices generally. This statistical term means that scores fluctuate around an average which can be thought of as a 'true score' for the individual. For both the S.A.T. Verbal and Mathematics this is a range extending from 30-plus points below to 30-plus points above it. If a score is 430, it should be thought of as a range of 400-460." Therefore, the upper ranges of the Harcum averages of Verbal = 418 and Math. = 409 overlap in both instance the lower ranges of the high school senior girl averages (as reported in "College Board Score Reports = 1969-1970") of Verbal = 464 and Math. = 466. Therefore the 'true score' averages for the Harcum samples and those reported for high school senior girls may be thought of as being of the same order of magnitude.

(4) Average high school class ranks of Harcum freshmen for the years 1961-1970 reveal the following distribution in terms of high school academic performance:

First Quartile = 7%
Second Quartile = 38%
Third Quartile = 39%
Fourth Quartile = 16%

(5) On the average, approximately 93% of Harcum freshmen during the past decade have matriculated from public high schools, with the remaining 7% entering from private independent or Church-related secondary schools.

(6) In terms of total freshmen applicants annually, during the past ten years Harcum has selected and enrolled an average of 56%.

(7) Three in-depth "profile" studies of Harcum 1966, 1967 and 1969 freshmen revealed the following demographic data:

a - The typical Harcum student is slightly older than her national counterpart, being about 19 as of December 31 of her freshman year.
b - Self-evaluated high school academic averages: B average or better =31%; C to B averages = 69%
c - Approximately 12% had been elected president of a student organization.
d - Approximately 25% had a major part in a high school play.
e - Some 12% had edited a school paper
f - Some 8% had received an award in an art competition
g - Twenty-two percent earned a varsity letter in sports
h - Some 18% had original writing published

i - Some 6% were members of scholastic honor societies

j - Some 21% rate themselves above average in academic ability; 26% in athletic ability; 27% in leadership and 32% in originality.

k - Those objectives which a majority consider "essential" or "very important" include: raise a family = 84%; having friends with different backgrounds = 78%; having an active social life = 74%; helping others in difficulty = 74%; obtain recognition from peers = 68%; succeed in my own business = 62%; be very well off financially = 58%.

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THE EDUCATIONAL goals which current (1971) Harcum students value as "essential" or "important" are listed in the following ranking as reported in a recent study (11).

1st - Obtaining vocational or professional training
2nd - Becoming a cultured person
3rd - Developing my personality
4th - Developing my mind and thinking ability
5th - Learning how to enjoy life
6th - Earning a higher income
7th - Developing a satisfying philosophy
8th - Developing moral standards
9th - Making a desirable marriage

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ANOTHER UNIQUE dimension of the Harcum educational offerings is its successful experience with the marginal academic student. As reported in February 1971 ... there is a study (Blai, 1969) which found 87% of a group of 46 provisional students persisted through their freshman year.... The persistence in attendance for this group of 46 "risk" students is reflected in the following statistics drawn from the Harcum registrar's Academic Year 1969-70 Report (Abelle, 1970).

Provisional Students		Non-Provisional Students
57%	1. Graduated	64%
32%	2. Drop-outs	27%
6%	3. Dismissed for academic reasons	3%
5%	4. Failed to complete Graduation requirements	6%

"The dropouts combined with dismissals reveal only an 8% increase for provisionals when compared to non-provisionals, and those failing to complete graduation requirements are virtually the same for both groups ... It was also found that the group earned a final cumulative quality-point average of 2.1 (on a scale of A = 4, B = 3, C = 2, D = 1)

(11) Blai, Boris, Jr. "Educational Goals and Selected College-Related Valuations of Public and Private Junior College Students." RESEARCH IN EDUCATION, Office of Ed., Dept. of H.E.W. October 1971 (ED 051807)

RESPONSES FROM 60% of the provisionals who graduated reveals the following facts: accepted in 4-year colleges or universities = 50%: accepted employment = 50%.

"Quite evidently, these Harcum graduates who were "provisionals" have been "successful" both in their educational and vocational aspirations; once again suggesting that such academically marginal students can and do persist and achieve satisfactorily as do non-provisional Harcum students." (12)

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AS PART of its continuing program seeking to maximize the learning experience for students ...."it has been hypothesized that a student will develop more fully academically if grouped with students of similar ability. A study was undertaken at Harcum Junior College to assess the effect upon academic performance of the assignment of roommates with varying high school academic records. ... Analysis of results indicated that significantly higher levels of academic achievement could be attained by average and below average achievers by assigning them as roommates to above average achievers." (13)

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GRADE DISTRIBUTION analyses during the past five years have indicated that students who spend their second year at Harcum attain higher cumulative averages than students who complete only one year at Harcum. This overall grade improvement of senior students reflects the academic growth of students who return for the second year. Evidently their first year at Harcum gave them a foundation on which a continuing educational experience led them to higher levels of achievement and performance. This leads to the conclusion that it is better for a student to remain at Harcum for two years and thus take full advantage of an experience which, if limited to one year, denies the student the opportunity for a possibly richer development.

A DRAMATIC corroboration of this conclusion is to be found in a questionnaire survey among 305 former Harcum students which revealed:

"(1) Harcum graduates successfully complete 4-year college programs at a rate 138% greater than the one-year dropout (50% vs 21%). In other words, the chances of Harcum graduates succeeding in 4-year colleges is more than twice as great as the chances for one-year dropouts.

(2) Harcum graduates dropped-out of 4-year colleges at a rate 68% less than the one-year dropouts. In other words, the 4-year college drop-out rate was more than three times as great for one-year dropouts as the rate for Harcum graduates." (14)

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(12) Blai, Boris, Jr. "Success" of "Calculated Risk" Students at Harcum Junior College. PSYCHOLOGY - A Journal of Human Behavior. Vol. 8, No. 1 February 1971, pp. 21, 22, 23

(13)---------- "Roommate Impact Upon Academic Performance." RESEARCH IN EDUCATION. Office of Education, U.S. Dept. of HEW Vol. 6, No. 10 Oct. 1971 (ED 052228)

(14) IRR 70-38. "Harcum Graduates vs Harcum 1-Year Dropouts Excel in 4-Year College Transfers. Harcum Junior College. (Mimeo) 1970

ANOTHER STUDY which compared the performance of Harcum resident and day students on the SCAT and STEP tests revealed ... "that in each case where there is a difference between the means of the resident and day groups, this difference is statistically significant. As a group, the 1967 Freshman day students earned significantly higher scores than the residents in STEP (Math & Reading) and SCAT (Verbal, Quantitative and Total)." (15)

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HOW MUCH do Harcum students study? The answer to this question is of interest to many "publics," students, counselors, college administration, faculty and parents. A study in 1967 revealed the average out-of-class daily study hours to be 3.7.

THE RESULTS of this research of students' study time appears to be consistent with other reported researches in this area; .... each on different student populations, and in very different settings, indicate that college students tend to average around three hours a day.

THESE FINDINGS appear to be in conflict with the oft-heard platitude on college campuses that students need to study two out-of-class hours per day for each hour they spend in class. The results of this study and the other reported researches indicate that it is more likely that students typically study in the vicinity of one out-of-class hour for each hour spent in class." (16)

OF ADDITIONAL interest in the area of earned grade-point averages are the findings of a study inquiring into the effects of housing on academic performance. "Evidently (at Harcum) size of dormitory does not have a direct bearing on group-earned averages. Virtually identical averages were earned by students in dorms ranging up to 7 times as large as the smallest dorm. In addition, considerable clustering about the group averages appears evident in that identical averages are noted for groups varying in size from 40 to 280." (17)

DORMITORIES, WHEN properly staffed, can meet both the living and educational needs of the student, for residence halls are an integral part of the learning environment. The development of student housing to achieve intellectual goals is having a growing impact on the effectiveness of higher education. Residence hall staffs can no longer be considered custodial personnel; they should, wherever possible, be professionally trained staff members carrying out informal teaching and counseling functions.

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(15) IRR 67-22 SCAT-STEP Averages; Resident and Day Freshmen, 1967. Harcum Junior College (Mimeo) 1967

(16) Blai, Boris, Jr. "How Much Do Harcum Students Study?" PSYCHOLOGY, August 1970. p.48

(17) IRR 67-21 "The Effects of Housing on Grade-Point Averages." Harcum Junior College (Mimeo) 1967

STILL ANOTHER Harcum-oriented, institutional research inquiry has revealed that .... "For the first and second semesters, the one measure which best predicts honors-earners is I.Q. For first-semester honors-earners, 92% had I.Q.'s above 110 ("Bright" on the Slosser I.Q. scale), with only 14% of this class having I.Q.'s above 110 not earning honors. Among the second-semester-honors-earners, 94% had I.Q.'s above 110, with less than 11% of those having I.Q.'s above 110 not earning honors averages." (18)

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"THE LONG-RANGE record of honors awards at Harcum is reflected in the following tabulation. All percentages reported represent proportions of the total yearly graduates earning the particular honor; rounded off to the nearest whole number.

Honors	1971	1970	1964-1971 Averages
*Cum Laude	7%	8%	9%
Magna Cum Laude	4%	2%	4%
Summa Cum Laude	1%	2%	2%

*Cum Laude = 3.2 - 3.4 averages
Magna Cum Laude = 3.5 - 3.7
Summa Cum Laude = 3.8 - 4.0

"HONORS AWARDS in 1970-1971 either equalled or were less than the average for the past 8 years. This continues the trend noted since academic 1967-68 of ..... "each category of awards annually was either equal to or less than the seven-year average - 1964/1971." (IRR 70-31). Consequently, it appears entirely reasonable to suggest that there has been in most recent years, ... "a higher level of performance requirement to earn graduation honors awards." (IRR 70-31) (19)

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ACADEMIC EFFECTIVENESS, as reflected in earned grades among Harcum seniors, is revealed in the following summary of mid-term progress report "F" grades:

	1971	1970	1969
Single "F" reports =	11%	17%	21%
Multiple "F" reports=	3%	4%	7% (20)

CLEARLY THERE has been an improvement trend over this three-year period indicating that higher percentages of second-year students are experiencing better-than-failing academic progress at mid-semesters.

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(18) IRR 71-16 "Harcum First Year Achievement of "Top Ten" Academic Potential 1970 Freshmen." Harcum Junior College 1971 (Mimeo)

(19) IRR 71-17 "Graduating Honors Seniors - 1964 through 1971" Harcum Junior College 1971 (Mimeo)

(20) IRR 71-33 "Deficiency" Mid-Term Grades of "F" and "D" Harcum Junior College 1971 (Mimeo)

"RECOGNIZING THE importance of verbal-reading skills proficiency to effective learning, Harcum has offered a reading development program for freshmen since September 1966.

TO ASCERTAIN the practical results (improvements associated with) the Harcum Reading Development Program, some 51 September 1970 freshmen who completed the program were posttested with the Nelson-Denny Reading Test. Based upon the percentile ranks of the pre-and-post-test scores earned, the following results are noted:

(1) Average Vocabularly Improvement = 48%
(2) Average Comprehension Improvement = 37%
(3) Average 'Total' Improvement = 42%

"MOST IMPORTANTLY, these differences (pre-and-post-test scores earned) are statistically significant; the improvements that occurred are too great to be reasonably attributed to sampling fluctuations, and they can be directly associated with successful completion of the Reading Development Course. (21)

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IN RECENT years, study habits and attitudes of Harcum freshmen, as compared with a normative group of 3,054 other college freshmen from nine different colleges, have been "average" or less, as evidenced in the following summary:

	1971	1970	1969	1967
1. Average Study Habits Percentile =	51st	40th	51st	38th
2. Average Study Attitudes Percentile =	51st	38th	50th	30th
3. Average Study Orientation Percentile =	50th	31st	50 th	32nd

"FOR THOSE freshmen who scored at or below the 25th percentile in one or more of the three items, action has been initiated to direct their attention to techniques of good study habits." (22)

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A REPORT regarding library books circulations ratios during academic 1970-1971 revealed the following:

"(1) The sampled average daily non-examination-period use of the library by Harcum students was a low, low 15%.

(2) A positive trend in book circulations is noted:- during 1970-71 some 31% more book circulations occurred than during academic 1969-70.

(3) On the average, during 1970/71 Harcum students consulted 16 books in addition to the various course-assigned textbooks. (23)

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(21) IRR 70-64 "Reading Improvements Associated With Harcum Reading Development Program." Harcum Junior College 1970 (Mimeo)

(22) IRR 71-27 "Study Habits and Attitudes of 1971 Freshmen." Harcum Junior College 1971 (Mimeo)

(23) Research Memorandum: Library Books Circulations Ratios. August 1971 (Mimeo)

"BETWEEN 1961-1969 some 40% of 745 students who earned less than a 2.0 semester average did graduate. Thus, there are only 4 chances in 10 that such students will satisfactorily complete their Harcum studies and graduate." (24)

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"IN TERMS of stability of educational-vocational choices, the total rate of 19% for all curriculum changes (in the classes of 1969 and 1970) indicates that at least 8 out of each 10 students in these two classes were sufficiently mature in their career (vocational) planning to select their Harcum curriculums without subsequent changes; evidencing a high level of stabilized educational-vocational choices among this representative sample of Harcum students." (25)

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A STUDY in 1969 revealed .... "that very substantial numbers of Harcum students have viewed their college education as a means of acquiring some immediate, post-graduation, direct, material gain. The increasing clamor that courses be geared to practical life situations rather than be directed solely to cultural, general or educational enrichment of the individual, all seem to support the view that the College years are viewed by many Harcum students not so much as a means for becoming a more knowledgeable citizen, but rather, as a means for acquiring a better position in life; a 'good' job; a high salary; prestige; power; or status. Increasingly, these values are being sought after." (26)

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(24) IRR 69-20 "Academic Counseling & Harcum-Earned Grade-Point Averages" Harcum Junior College 1969 (Mimeo)

(25) IRR 69-0 "Intra-Harcum Curriculum Changes" - Classes of 1969 & 1970. Harcum Junior College 1969 (Mimeo)

(26) IRR 69-11 "Reasons for Attending Harcum" Harcum Junior College 1969 (Mimeo)

HOPEFULLY, THIS document has served as a "window" through which a broader insight has been gained of Harcum's growing educational achievements over the past decade. As a viable learning center, Harcum will continue to provide opportunities for career preparation and cultural enrichment.

FOR YOUNG women of both modest and more substantive high school academic achievement, who seek to advance themselves intellectually and prepare them occupationally beyond their high school level of schooling, Harcum invites their attendance.

December 1971

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